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CLEVELAND PUBLIC SCHOOLS

WM. H. ELSON
Superintendent of Schools

The public schools of Cleveland operate under the State School Code which vests their control in a Board of Education. This board consists of seven members elected at the regular municipal elections upon a separate or school ticket, nominations for which are made by political parties or by petition. The period of service is four years and there is no compensation to members, except that by recent enactment they are allowed their actual expenses. The board appoints a director of schools, for a period of two years, who has charge of the executive or business department, and a superintendent of schools, for a period of five years, who has charge of the educational affairs of the schools. The Code empowers the superintendent to appoint all teachers, subject to the approval and confirmation of the board.

SUPERVISION

The system of supervision is centralized, the superintendent's staff consisting of two assistant superintendents whose duties are both supervisory and administrative, a number of supervisors of subjects, and principals who are supervising principals in their respective buildings. The method of supervision is essentially topical, i. e., a given person supervising one or more studies through several or all grades, in some cases with the help of assistants. There are supervisors in charge of each of the following: English, German, arithmetic, geography, and history, substitute teachers, kindergartens, penmanship, music, drawing, manual training, physical training.

HIGH SCHOOLS

Cleveland has six academic high schools and is about to open a technical high school. These seven schools accommodate some-

thing over 5,000 students. The academic high schools offer the following courses: classical, scientific, commercial. A two-years' course in shop-work for boys and a two-years' course in applied art for girls are offered in the academic high schools. Similar courses are offered in the technical high school and in addition a third and fourth year of practical work along lines of the mechanic arts for boys and the domestic and applied arts for girls. The principals of the high schools and the superintendent of schools constitute a Board of High-School Principals which meets once a month for comparison of ideas and experiences and for establishing common policies of instruction and administration. At these meetings every phase of educational and executive activities is considered. High-school teachers in all the leading subjects have organized themselves into groups which meet regularly for the consideration of matters relating to their respective departments. The course of study, educational values, and methods of instruction furnish topics for discussion at the monthly meetings. Through these organizations teachers make helpful contribution to a unified system of high-school instruction which is a composite of the best experience and judgment of the entire teaching force. In athletics the high schools operate under a code adopted by the Board of Education. This code provides faculty coaches and places all schools upon a common basis, insuring the smaller school in the least favored district as efficient coaching as that given the larger school in the more favored locality. The tendency of this code is to sink athletics into its proper place in the list of high-school activities.

NORMAL SCHOOL

The normal school covers a two-years' course for graduates of a four-year high school. It has about two hundred students and graduates, each year about one hundred. This school is open to a limited number of high-school graduates who are admitted upon competitive examination. Twelve weeks of practice work in the training schools are afforded—the student-teacher assuming responsibility for the conduct of regular lessons under the supervision of critic teachers.

MERIT SYSTEM OF PROMOTION

In both elementary and high schools a merit system of promotion prevails which recognizes both experience and efficiency as factors in salary advancement. Instead of the usual promotional examination, a record of efficiency is made the sole test. This includes also evidences of growth and progress. The rating is based upon written data submitted by all in official relation to the teacher.

TEACHERS' PENSION FUND

The Teachers' Pension Fund is created by joint effort of the Board of Education, which contributes annually 1 per cent. of the total income for school purposes, and the teachers who pay at the rate of \$20 per year—\$2 being deducted from the salary each school month. The maximum annuity is \$300. There are about eight hundred members who contribute to the fund and about twenty beneficiaries.

SPECIAL SCHOOLS

Schools for defectives are established, each school having a maximum of fifteen pupils. These are in charge of teachers especially trained for this work. One of these schools is for epileptics. In some cases age and advancement is made the basis of classification, older and larger pupils being segregated and the work especially adapted to their needs. Special classes for backward pupils have also been established, the assignment to these schools being limited to twenty-five pupils. These include children who learn from books slowly and with difficulty, those who for any reason are seriously behind their grade, nervous children, or those unfavorably affected by class requirements. An oral School for the Deaf enrolls about sixty-five children and has eight teachers. In these special schools transportation is paid for the children who live beyond reasonable distances from the school. Handwork and work in the school gardens is emphasized with these children.

SCHOOL GARDENS

The organization of this work under the direct charge of the curator of school gardens now includes, besides school gardens,

the planting and care of trees, shrubs, and flowers with the purpose of beautifying school grounds, a propagating center, botanical garden, and exchange garden, and lectures on gardening at various schools. A number of large school gardens have been established and several small grounds developed in connection with special schools noted above. It is proposed to establish gardens in connection with cooking schools where conditions are favorable. During the past year the Home Gardening Association gave the schools more than 8,000 bulbs as prizes for flower shows, and these were used for both indoor and outdoor planting. The association also contributed \$600, which was expended by a committee in the purchase of shrubs and plants, for a tool-house, and for soil and labor for the botanical garden.

MANUAL TRAINING

In the first four grades in the elementary schools drawing and manual training are united and placed under one supervision. In the grammar grades the drawing and manual training are closely related but under separate supervision. In the fifth and sixth grades boys are given work in soft wood while the girls have a course in sewing, including the making of simple garments. In the seventh and eighth grades the manual training is given in "centers" to which children in these grades from a number of nearby buildings receive their instruction—the cooking is offered for girls and the bench work for boys. Individual equipment in cooking is provided, each girl cooking every article under consideration. These lessons are given once a week—one hundred minutes in length.

In the high schools a two-years' course is offered to boys including mechanical drawing, wood turning, and cabinet work—five double periods per week with a credit allowance equivalent to one academic study. Boys of high-school age are entitled to more than the acquisition of technical skill such as is required from the making of small exercises or miniature useful articles—hence large projects of a distinctly utilitarian end are given. In the Technical High School specialized work of pattern making, forge and machine shop-work is offered. Throughout an attempt

is made to relate closely the mechanical drawing to the shop activities. Designs for use in the shops form a fundamental part of the work of the students in mechanical drawing. In the two-years' course offered in the academic high schools, familiarity with working drawings and the ability to read them, together with sufficient skill in preparation of simple shop drawings, is sought while the more technical side of mechanical drawing is developed only in the Technical High School.

APPLIED ARTS

An art course is offered extending from the kindergarten throughout the elementary and high-school grades. This work includes freehand drawing, composition and design, constructive and applied design. In the primary grades the work includes also construction and in the grammar grades co-operates with the department of manual training. Decorative borders and surface coverings are used in connection with articles constructed of cardboard, wood, and in the domestic art department. In the high school a credit course in applied arts is offered as an elective and parallels the courses in manual training. Five double periods a week are given with a credit allowance equivalent to one academic study. This work is taken chiefly by girls and has recently been inaugurated. Girls may in this way secure, as a part of their regular high-school course, a training which looks to art-industry activities. The craft work includes cardboard, pottery, and textiles the first year, for the second year leather, lettering, and illuminating. In the Technical High School third- and fourth-year work is offered including pictorial and decorative composition and design, also block printing, bookbinding, and art-metal work as crafts.

PHYSICAL TRAINING

The system of physical training includes medical inspection for the prevention of communicable diseases, discovery and treatment of abnormal and subnormal children, sanitary provisions and constructive measures of physical training and athletics. The Board of Health employs twenty-six district physicians who act as school inspectors. Each is assigned a group of public schools

which he is required to visit. He sees such children as principals and teachers may bring to his attention. His service is essentially designed to prevent the spread of communicable diseases and in this effort it is successful. Attempt is made to ascertain the defects of school children. A close correlation is found between these defects and the retardation of the progress of pupils through the grades. Doubtless many children leave school because of unsatisfactory progress due to physical defects. Much waste is doubtless caused by conditions which are avoidable, hence the value of medical inspection which includes the care and treatment of children that are abnormal and subnormal. Much attention is given to the securing of sanitary environment including ventilation, comfortable hygienic furniture, sanitary toilet facilities, and ample light well distributed. The buildings erected during recent years in Cleveland have excellent provisions as to light and ventilation. The desks and seats used are of an improved type designed by the physical-training department, having seats and backs which are automatically correct and with a range of adjustment adapted from measurements of several thousand children in the local schools. Sanitary drinking-fountains, having a constant flow, do away with the use of cups. Toilet rooms are thoroughly and independently ventilated by the exhaust system through fixtures which are automatically flushed. Only unilateral lighting is now employed, with a minimum window surface equivalent to 20 per cent. of the floor space, rising in most cases to 25 per cent. The use of adjustable shades aids in solving the problems of windows exposed to the sun.

In the arrangement of the daily programmes, subjects which are most expensive of nervous energy are assigned to the morning period while those that are predominantly motor alternate with more exclusively mental subjects. Attention is given to the length of the recitation period, restrictions in the amount of home work, the use of three or more daily "two-minute drills," consisting of deep breathing and stretching and bending the body to stimulate respiration and circulation and to relieve congestion. All children are required to leave the building during the recess period except in stormy weather. Not only are gymnastic exer-

cises given, but interest is stimulated in games and sports. There is some equipment of school yards with play apparatus. The outdoor games offer opportunity for social development and for cultivating the spirit of "fair play."

CONTINUATION SCHOOLS

The continuation schools include evening schools, summer schools, and free lectures and social center development. These represent an attempt to secure to the community the largest possible return on the investment in school buildings.

EVENING SCHOOLS

Fifty evening schools for elementary instruction in English are opened. They enrol about five thousand students. There are also four evening high schools which enrol about nine hundred students. In the high schools students are almost wholly American born, while in the elementary schools they are predominantly foreign born. An evening trade school for machinists and a similar school for instruction in brick laying were opened during the past winter. In these the classes were limited. There is increasing demand in the evening school for vocational training accompanied with instruction in other studies which bear a direct and vital relation to industrial subjects.

SUMMER SCHOOLS

Regular provision is made for these schools and during the past year sixty-five instructors were organized under one supervisor and an assistant supervisor. These schools continue eight weeks, the sessions extending from 8:30 to 11:30 A. M. (high schools from 8 A. M. to 12:30 P. M.) five days each week. The total registration last year was 3,642 distributed as follows:

High schools	303
Grammar schools	856
Primary schools	588
Boys' school	168
Kindergartens	437
Manual training	200
Playgrounds	1,090

Of these, 171 high-school students and 453 grammar-school

students passed all of their examinations at the close of the summer term and many others made up a part of their work.

FREE LECTURES AND SOCIAL CENTER DEVELOPMENT

The importance of this work is indicated by the fact that a regular committee of the Board of Education has charge of the details of the work. Forty-four school auditoriums have been utilized by residents of the districts under the guidance of this committee, giving entertainments, lectures, and concerts that have been pleasing and instructive. As a result of this work the co-operative spirit is growing in the community. The courses offered are varied and extensive, appealing both to the instruction and the entertainment of the people. The building of auditoriums as a feature of school equipment is growing in the appreciation of school patrons. They afford a common place of meeting and bring the home life and school life into harmonious relation.